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Sustainable development and international economic cooperation: human resources development

Advancing human resources development in developing countries: implementation of General Assembly resolution 54/211

Report of the Secretary-General

I. Introduction

1. In its resolution 54/211 of 22 December 1999, the General Assembly requested the Secretary-General to report to the Assembly at its fifty-sixth session on developing human resources for development. Specifically, the Assembly asked for an assessment of the contribution made by the United Nations system to human resources development through its operational activities in developing countries. It also asked for recommendations to enhance further the impact of that contribution.

2. During the latter half of the 1990s, three reports on human resources development were prepared for the General Assembly: A/50/330 and Corr.1, in compliance with resolution 48/205; A/52/540 in compliance with resolution 50/105; and A/54/408 in compliance with resolution 52/196.

3. Each of the earlier reports traced the efforts of United Nations agencies, both individually and collaboratively, to assist countries in constructing and carrying forward their strategies for human resources development. In A/50/330, the Secretary-General argued for a more comprehensive, intersectoral interpretation of human resources development. At the heart of that approach was the relationship between how people prepare for, and then carry out their preferred methods of making a living. The emphasis was on developing human resourcefulness in maximizing concordance between aptitudes, competencies, education and livelihood. Increasingly, that balancing act between learning and working has become a lifelong process for everyone.[1] In A/50/330, the Secretary-General documented several examples of United Nations agencies helping countries in building and implementing these kinds of comprehensive human resources development strategies.

4. In A/52/540, the Secretary-General reinforced the need to adopt an integrated approach to human resources development. He also outlined the concept of sustainable livelihoods, which had emerged from the World Summit for Social Development, and the joint inter-agency Task Force on Full Employment and Sustainable Livelihoods (International Labour Organization, United Nations, Administrative Committee on Coordination) in the follow-up to the Summit.[2] The report suggested that human resources development strategies should aim towards empowering all people, including the poorest, with

* A/56/50.

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skills necessary to maintain, sustain and improve their livelihood, and protect as far as possible against contingencies. Furthermore, while international support and national policies are crucial to eliminating poverty, strengthening livelihood strategies necessitates the grounding of all approaches where they should originate, at local and community levels.

5. In A/54/408, the Secretary-General focused on the new human resources development demands of emerging knowledge and information societies. Seven examples of national initiatives in community empowerment using new technologies were given. Private sector and civil society partnerships were also documented, as were joint initiatives between the United Nations system and the private sector in human capacity development using the Internet and other "virtual" means. A number of general principles emerged from these experiences: technological "leapfrogging" allowing less advanced countries without the direct advantages (or costs) of lengthy industrialization or research and development to exploit new technologies directly to market; universal and immediate access to information sources previously reachable only by a few; demand-driven learning-by-doing as a new framework for human resources development; and auto-sustainability through the empowerment of people and communities to choose their own paths of growth and transformation within nationally agreed policy frameworks.

6. The present report builds on these earlier statements and principles, and has been prepared in response to General Assembly resolution 54/211. It documents the current background and context for United Nations system activity in human resources development, in the light of the twin challenges of reducing poverty and advancing technology. It summarizes recent progress, and underscores strengths and shortcomings. It responds to the emphasis in resolution 54/211 on information technologies as being pivotal for the future of broader and more equitable human resources development. Finally, it offers suggestions concerning future action for consideration by the General Assembly.

II. Background and context

7. In resolution 54/211, the General Assembly made explicit reference to information technology focused intensively on equitable access to information and communication technology (ICT) as central to human resources development. Resolution 54/211 was the first to mention the Internet specifically in the human resources development context (para. 9 (d)). It also introduced community centres as sources of interconnectivity and information access (para. 10), and was the first of the human resources development resolutions to mention sustainable livelihoods as a key factor in human resources development (para. 4). In addition, the resolution recognizes the importance of South-South cooperation, the particular needs of women and the growing gap between "haves" and "have-nots" in access to knowledge and information and communication technologies (ICTs) — often referred to as the digital divide.

8. Only as little as a decade and a half ago, human resources development was viewed narrowly in terms of training of qualified national personnel (see General Assembly resolution 40/213 of 17 December 1985). Over the years, the view of human resources development has evolved into a much broader socio-economic and public policy perspective, concerned with facilitating the development of human capacities and promoting sustainable human well-being, with the objective of widening participation in the benefits of the world economic system. It also reinforces the recognition that both economic and social parameters are important as "drivers" of human resources development policy.

9. The succession of global conferences and summits held from 1990 to 2000 has strengthened the consensus around these themes. In particular, the World Conference on Education for All (Jomtien, Thailand, 1990), the mid-decade meeting of the International Consultative Forum on Education for All (Amman, 1996) and the World Education Forum (Dakar, 2000) drew international attention on the right to education for all, instead of education for some. The World Summit for Children, held in 1990, the Fourth World Conference on Women, held in 1995, the fifth International Conference on Adult Education (CONFINTEA V), held in Hamburg, Germany, in 1997, and the second International Congress on Technical and Vocational Education, held in Seoul, in 1999, focused respectively on the needs (and rights) of children, women and adults, and the growing importance of education for a technological age. The World Summit for Social Development, held in 1995, and the Millennium Summit, held in 2000, addressed

global poverty as a major, but reducible, threat to social development, and agreed for the first time to set concrete quantified targets for the international community.

10. From the collective statements and declarations emanating from these conferences, several concerns can be identified that bear directly on developing human resources. Many of them are referred to in resolution 54/211. As globalization extends to the far corners of society, the demand grows for skilled personnel at all levels. Fast-paced technological change requires different, more flexible and adaptive human resources development strategies. Increased productivity becomes even more crucial to economic growth. Fear of obsolescence builds pressure on industrial and commercial management. Inequities abound as opportunities are quickly differentiated across and within national boundaries, characterized by a persistent brain drain, prevalent wage gaps between men and women, worker exploitation (including child labour), and a widening technological gap. In the developing world, formal sector employment is not expanding fast enough to accommodate an increasing labour force. Young people are faced with confusing options at best. There is a growing fear that a few will prosper, but many will be left behind.[3]

11. Nations are thus facing complex challenges in deciding the direction in which to prioritize their human resources development strategies. At centre stage stands the right to education, yet limited resources restrict public action. Moreover, internal economic and social considerations compel Governments to address educational, employment and health issues from their own national perspectives. Yet global forces, such as international markets, instantaneous electronic communications and transnational movements of both capital and human resources, increasingly dominate the context of these efforts. Successful human resources development approaches must effectively navigate these cross-currents and balance local needs with global realities.

12. Resolution 54/211 defines a comprehensive approach to human resources development (para. 4) in terms of 11 factors, which can be categorized into three groups as follows:

(a) Human resources development as a contributor to economic growth and sustainable livelihoods, in the context of basic social service delivery and poverty eradication;

(b) Human resources development as providing opportunities for all, especially young people, and most especially the needs of women and the girl child;

(c) Human resources development as a participatory framework for development in which people can effectively influence the processes that affect their lives.

13. Special mention is made of the requirements of rural and remote areas and of South-South cooperation. Human resources development for the future must broaden its focus more to accommodate these considerations. Paragraphs 8 through 11 of the present report have referred explicitly to the role of technology, and especially electronic communications, in furthering the development of human resources. The remainder of the report addresses the response of the United Nations system during the intervening period since 1999 in the light of these key factors, and draws some conclusions and recommendations as called for in paragraph 12 of resolution 54/211.

III. Response of the United Nations system

14. The ultimate goal of human development is to enlarge people's choices. As the Secretary-General has emphasized, this process must be participatory, and focused not only on today's options, but also those of tomorrow. "Governments must give all sectors of society the chance to play a free and effective role in making ... policies, and to win their fair share of the benefits. And they must remember that development has to provide not only a livelihood for the present generation, but a sustainable one for their children and grandchildren."[4]

15. Reaching, maintaining and sustaining acceptable levels of quality livelihood are common human aspirations. Education, training and associated services (for example, health), in the aggregate, and if well coordinated, can form a strong and supportive human resources development web for all people as they each seek their own paths to sustainable livelihoods. In line with their various mandates, United Nations system agencies have been actively assisting countries in this regard, particularly in assisting those living in poverty.

16. One of the foundations of human resources development is adequate basic education. The Millennium Declaration (General Assembly resolution 55/2) contains one goal on education, which is in two parts. The first part states that all boys and girls should complete a full course of primary schooling by 2015. The second seeks to eliminate gender disparities at all levels of education also by 2015.[5] The World Education Forum, held in Dakar, Senegal, in April 2000, marked a global effort to assess progress in education for all (EFA) over the decade since the Jomtien World Conference on Education for All in 1990.

17. Some 180 countries participated in country EFA assessments[6] for presentation at Dakar. Heightened access to basic education was documented over the decade for women and girls, those with disabilities, and ethnic minorities. More than 70 developing countries have now achieved universal primary education, or are making sound progress towards enrolling all young children in primary school by the target date of 2015. Several countries have achieved notable reductions in adult illiteracy rates. Improvements were also evident in EFA databases and in national capacities for social science research and analysis. Furthermore, much greater engagement of NGOs and civil society organizations was noted in the elaboration of EFA policies and programmes at the country level.

18. The Dakar Conference demonstrated a broad United Nations system inter-agency coalition around the theme of EFA, engaging also bilaterals and representatives of civil society. It launched United Nations Girls' Education Initiative to improve the quality and availability of girls' education and to eliminate gender disparity in educational systems. In addition, it took important steps beyond the Jomtien Conference towards an integrated human resources development approach by acknowledging the mutualities between human resources development sectors (for example, education and health). Joint studies presented at Dakar by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO) showed how countries were handling that interface. The Focus Resources on Effective School Health (FRESH) framework, a partnership between the World Bank, WHO, UNESCO and the United Nations Children's Fund (UNICEF), was cited as an example of a collaborative, intersectoral programme in support of national and local efforts.[7] The Dakar Conference also provided not only a detailed global framework for action, but also six regional action plans outlining specific goals for follow-up at the country level.

19. Despite the promise and positive evidence of progress at Dakar, several serious threats to full achievement of EFA goals remain. An estimated 113 million primary school-age children are denied the chance to enter school, and about 60 per cent of them are girls.[8] In a collective statement on the first anniversary of Dakar, United Nations system agencies considered it "sobering that some 32 countries are unlikely to meet the target of universal primary education by 2015 unless their Governments make education a key development priority, and donors and economically advanced countries provide significant support. Furthermore, conflict has dogged 11 of these 32 countries, which means that they will face the extra problem of educating war orphans and child soldiers".[9]

20. A pervasive theme repeated often in the country assessments was the lack of financial resources for basic education. Donor cutbacks, structural adjustment and devolution of cost sharing to local districts were some of the constraining factors cited in the assessments. Independent analyses conducted for the Dakar Forum also provided useful information. A UNICEF study of 10 developing countries which achieved universal primary schooling early in the development process showed several common characteristics in spending patterns. These included high proportions of gross domestic product (GDP) and total public expenditure on education, higher expenditures per pupil as per cent of per capita gross national product (GNP), lower expenditure on higher education than comparable countries, low unit costs and high internal efficiency, maintenance of minimum quality standards while enrolment increased, and reduction of costs to parents.[10]

21. Besides resource constraints, other factors obstructing the attainment of EFA targets during the 1990s were persistent difficulties in assurance of equal access, low educational quality and relevance, poor management, and knowledge gaps existing both between and within countries. In some regions, human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) is decimating the complement of both teachers and education ministry staff, thereby deeply undercutting national capacity to develop human resources. In some countries of sub-Saharan Africa, school enrolment has been reported to have

fallen by a fifth or more owing to AIDS and orphanhood, with girl children mostly affected. Even those who do go to school, AIDS undermines the prospects that they will be taught. Tenfold increases in teacher mortality and teacher absence due to ill health reduce teaching time and quality, each loss rippling to 20 to 50 children.[11]

22. There is no doubt that EFA has contributed greatly towards more equitable human resources development worldwide. Basic education is the bedrock on which all subsequent learning must be grounded. Unless the EFA effort is maintained, and closer attention paid to those most neglected at the base of the educational pyramid, gains already made will be quickly lost, and the foundations for human resources development inevitably weakened.

23. As global labour markets both shape and adapt to the emerging occupational structures of growing economies, human resources development strategies must balance the demands of new employment sectors with the supply of required skill. Key sources of supply of human resources include all other levels of education, secondary, higher, technical and vocational and adult and continuing education. As enrolment gains are registered at primary levels, corresponding pressures build on all educational institutions at each level above the primary school.

24. Human resources development also has respect for fundamental human rights, the rights of workers, and occupational safety and health considerations. ILO, in its role of assisting countries in setting standards around principles and rights at work, serves as a bell weather for major shifts in industry/occupational characteristics and human resources development requirements. For example, the April 2001 meeting on human resources development, employment and globalization in the hotel, catering and tourism sector brought together a wide representation of Governments, employers and workers' organizations around issues relating to the rapid globalization of that industry. The meeting focused on sectoral employment and working conditions, vulnerable groups of workers (including women), new forms of work organization, tourism education and training, and learning for competencies in this newly dominant global sector.

25. Although formal sector employment remains a key priority for human resources development policy, too many of the world's workers are faced with a high probability of informal sector employment. General Assembly resolution 54/211 emphasizes poverty eradication and sustainable livelihoods as major cross-cutting themes for the future. The United Nations system agencies have, without exception, acknowledged the erosive influences of extreme poverty on development, and have reoriented their programme priorities accordingly. One of the most significant outcomes of the World Summit for Social Development has been to place the goal of eradicating poverty at the centre of national and international policy agendas. Section III of the United Nations Millennium Declaration concentrates on making the right to development a reality for everyone and on freeing the entire human race from want. In its resolution S-24/2 of 1 July 2000, the General Assembly recognized the need to elaborate a coherent and coordinated international strategy on employment to increase opportunities for people to achieve sustainable livelihoods and gain access to employment. Relating these goals to educational outcomes is key to human resources development at the turn of the century. Fundamental to the success of national human resources development policies is understanding which skills and knowledge are crucial to productive employment, and to improve and sustain livelihood systems in various local conditions. Furthermore, since these systems change continually over time, flexibility and frequent reassessments are essential.

26. Several United Nations agencies have sought to assist countries to better understand how people overcome poverty in specific national/local settings. UNDP has advocated for productive and remunerative employment as a critical element for poverty and vulnerability reduction, participation and empowerment of poor people. The relationship with education is central, and forms an important basis for human resources development policies that encompass the needs of the poorest. People earn their livelihoods using several types of assets: natural/biological (such as land, water, common-property resources, flora and fauna), but also social (such as community, family and social networks), political (such as participation and empowerment), human (such as education, labour, health and nutrition), physical (such as roads, clinics, markets, schools and bridges) and economic (such as jobs, savings and credit). In this matrix of assets, human assets are important for poverty and inequality reduction as, in today's world, disparities in human capital have been found to be a crucial factor in

poverty and income inequality. UNDP has developed a body of case studies and evaluations of experience based on adoption of the livelihood approach in country programmes. These include rural and urban applications in Latin America, the Middle East and northern and southern Africa.

27. The Food and Agriculture Organization of the United Nations (FAO) and the International Fund for Agricultural Development (IFAD) have also incorporated a livelihood approach into their work on food security and poverty in remote areas. The Sustainable Development Department of FAO assists developing countries to design policies and strategies for achieving sustainable livelihoods in different socio-economic and agro-ecological settings.[12] In its *Rural Poverty Report 2001*,[13] IFAD argues that, to be successful, poverty-reduction policies must focus on rural areas. The report examines what keeps rural people in poverty and what they can do to escape from being poor. To overcome disadvantages stemming from remoteness, lack of education and health care, insecure and unproductive jobs, high fertility and (often) discrimination against women or ethnic minorities, the rural poor need legally secure entitlements to assets (especially land and water); access to technology, above all for increasing the output and yield of food staples; access to markets; opportunities to participate in decentralized resource management; and access to microfinance. Such policies not only promote economic growth but also help alleviate urban poverty. A sustainable reduction in poverty calls for the creation of a pro-poor policy environment, and allocation of a greater volume of resources targeted to the poor with greater effectiveness. This needs to be complemented by better partnership among government, civil society and the private sector so that the poor are empowered to take responsibility for their own development.

28. The United Nations system is sponsoring and supporting initiatives that assist countries to harness information and communication technologies in the service of social development. Most importantly, and in keeping with the Millennium development goals, United Nations agencies are helping to broaden the scope and reach of these technologies, so that their advantages become available to all. There is no shortage of examples of United Nations system support for such initiatives. All contribute to individual and institutional learning, and many facilitate South-South knowledge sharing, both within and across national borders.

29. A general process of using the Internet to provide information on agency functions and on the activities of the United Nations system in economic and social development has been ongoing for several years. Much of this process has become interactive, opening up participatory dialogue, even around Summit preparations, and other key global meetings relevant to human resources development policy. United Nations agency-sponsored discussions have focused on specific South-South information exchange on key human resources development issues, such as the impact of HIV/AIDS on education systems in southern Africa.[14] Policy debates at the Dakar World Education Forum and the AIDS 2000 meeting in Durban were especially notable for the scope of engagement among southern African individuals and institutions, in a subregion with relatively little Internet connectivity.

30. Two valuable spin-off activities include "sidebar" networking between participants when members contact each other informally either by email or other means, but outside the confines of the original network. The second spin-off is the "railhead", from which the information can be packaged and distributed non-electronically in a variety of ways, for example in local languages, by word of mouth, or printed and copied, allowing for wide dissemination in locally appropriate forms.

31. Electronic platforms are also used for training, and for advocating and soliciting participation in important United Nations system activities. NETAID is an anti-poverty project involving UNDP, UNICEF, the United Nations Volunteers (UNV), the private sector (CISCO Systems) and other partners. NETAID began with three concerts held simultaneously in Geneva, London and New York in October 1999. A total of 100,000 people attended these concerts, 2.4 million logged on for a live webcast, and thousands of people around the globe tuned in on television and radio. In the following months, the Netaid.org web site received more than 40 million hits from 160 countries, thus pioneering an entirely new approach to online action against poverty. Because CISCO Systems is among the world's foremost proponents of e-learning,[15] the human resources development implications of the NETAID alliance are highly significant. According to CISCO, "E-learning will be the great equalizer in the next century. By eliminating barriers of time, distance and

socio-economic status, individuals can now take charge of their own lifelong learning."[16] Online seminars can reach millions at a fraction of the cost of traditional meetings. Through various learning partnerships, CISCO and other organizations conduct online training for specialized certification of large numbers of people in technical centres worldwide. While there is still strong support among students and teachers for face-to-face learning, and the social interactions of classroom-style education and training, the wildfire spread of virtual learning applications is unmistakable. The Internet has the potential capacity to empower individuals directly, anywhere, anytime, by giving them much greater choice in their access to knowledge.

32. A major inter-agency initiative to combat the digital divide has been the Digital Opportunity Task (DOT) Force, composed of members from the public, private and not-for-profit sectors and including participants from developed and developing countries. Proposed at the G8 Summit in Okinawa, Japan, in July 2000, the DOT Force met for the first time in Tokyo in November 2000. Its 2001 report contains detailed recommendations on how the G8 countries can democratize the benefits of the digital revolution, and how information and communication technologies can be brought to bear on social development issues, particularly in poorer countries.[17]

33. The United Nations system is also involved in information and communication technologies and local capacity-building.[18] One sustained United Nations system-sponsored source of information on ways in which information and communication technologies have benefited communities has been the Global Knowledge Partnership.[19] Started by the World Bank and UNDP for the Toronto Global Knowledge Conference in June 1997, it has continued its activities in various forms. Its server provides a wealth of evidence from participants worldwide on the adaptation of various kinds of information and communication technologies, from radio to CD-ROMs and the Internet for human resources development at the local level.

34. In many cases, the contribution of the United Nations system is to provide the electronic platform from which these experiences can be shared and the knowledge disseminated. Examples include facilitating access to open source software for development licensed for general use by all, thus serving as a catalyst for human resources development. Specific software is cited that allows users to create an interactive water-map of a rural village in India, permitting villagers to train for and manage better their water resources, and better equip themselves to cope with drought. Called Jal-Chitra, this software has been developed by the Ajit Foundation, in Jaipur, India, in collaboration with the Barefoot College of Tilonia. According to the Ajit Foundation's Vikram Vyas, "The advent of the personal computer together with the development and expansion of the Internet has provided us with a unique opportunity to bring the tools of scientific modelling and computation to rural development."[20]

35. The opportunity for interactivity and information exchange is one major advantage of these new technologies. Another is the chance for communities and people to gain unprecedented access to information and knowledge. UNESCO is experimenting with mobile telecentres in Brazil and, in collaboration with the World Bank, is establishing a pilot public sector backbone linking four cities in Ghana with potential users. A recent study by FAO, the Inter-American Development Bank and the International Telecommunication Union examines some of the main telecentre experiments in Latin America, with particular reference to Central America and the Caribbean.[21] Telecentres have the potential to help break down some of the largest barriers to development that are presently faced by low-income populations, particularly in rural areas. Use of a telecentre can enable rural inhabitants to gain online access to distant productive assets and services. Telecentres provide opportunities to learn better practices through formal and informal sources, and open windows to crucial market intelligence through informal networks that enhance bargaining power. Information can be gained on projects, financing institutions and options and potential sources of support for rural community projects. Possibilities for distant job opportunities and telework can be identified, and networking established with persons with similar interests willing to work for a common cause.

IV. Recommendations

36. In future initiatives for human resources development, the United Nations system should take a broader view of human resources development — not to equate it only with education and training, but also to relate it to broader capability development through

knowledge acquisition, institutional change and policy reforms. In such a situation, human resources will be able to respond to new demands associated with the technology revolution, take advantage of emerging opportunities in a globalized world and participate in the process that influences the lives of the poor.

37. The United Nations system strategies for human resources development should concentrate on access by poor people and poor countries to new information and communication technologies to reduce the digital divide. There is a growing number of initiatives and an expanding experience-base on which to build such strategies.

38. Human resources development initiatives undertaken by the United Nations system must focus on building human and institutional capacity, with specific attention to women, girls, indigenous people and disabled people. In implementing these initiatives, local- and community-level engagement in policy issues, institutional reforms, globalization and equity of access to human resources development opportunities and technologies must be emphasized.

39. International cooperation and resources towards human resources development should be increased. In particular, United Nations agencies, including the Bretton Woods institutions, should continue to harmonize their collective human resources development efforts, at the same time, making them as participatory and country-grounded as possible.

40. The United Nations system should continue to engage in private sector partnerships, wherever appropriate, and further contribute to the building of country human resources development capacity, particularly in the poorer regions.

41. The United Nations agencies that engage in human resources development programming should routinely scan their own knowledge bases, such as evaluation reports and other sources of feedback at the country level, to provide early warning of changes in major human resources development issues in a fast-changing world.

Notes

[1] United Nations Educational, Scientific and Cultural Organization, Final report of the Second International Congress on Technical and Vocational Education, Seoul, 26-30 April 1999 (http://www.unesco.org/education/educprog/tve/nseoul/indexe.html).

[2] Report of the Inter-Agency Task Force on Full Employment and Sustainable Livelihoods (United Nations, International Labour Organization and Administrative Committee on Coordination), Geneva, 1997.

[3] The United Nations Development Programme's *Human Development Report 2000* documented that the net worth of the world's richest 200 salaried individuals reached about a trillion dollars in 1999, almost seven times the combined income of the 582 million people living in the 43 least developed countries.

[4] Statement by the Secretary-General to the Tenth Annual Ministerial Meeting of the Least Developed Countries, press release SG/SM/7553, 18 September 2000.

[5] The Dakar Forum and the International Development Targets of the Organisation for Economic Cooperation and Development/Development Assistance Committee committed to the goal of ending gender disparities in primary and secondary education by 2005.

[6] See International Consultative Forum on Education for All, *Education For All 2000 Assessment: Global Synthesis* (Paris, UNESCO, 2000).

[7] See United Nations Educational, Scientific and Cultural Organization, *Final report of the World Education Forum, Dakar, Senegal, 26-28 April 2000*, p. 28 (see http://www.unesco.org/education/efa/wef_2000/rapport_final_e.pdf).

[8] See United Nations Educational, Scientific and Cultural Organization, *Final report of the World Education Forum, Dakar, Senegal, 26-28 April 2000*, p. 13 (see http://www.unesco.org/education/efa/wef_2000/rapport_final_e.pdf).

[9] "Harnessing the power of education". Joint statement by heads of the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund, the World Bank, the United Nations Development Programme and the United Nations Population Fund, April 2001 (see http://www.unesco.org/education/efa/news_en/efa_statement.shtml).

[10] S. Mehrotra, *Education for All: Policy Lessons from High Achieving Countries* (New York, UNICEF, 1998).

[11] Rene Loewensen and Alan Whiteside, "Turning the tide: counteracting HIV/AIDS impact on human development goals", draft background paper prepared for the United Nations Development Programme, May 2001.

[12] See http://www.fao.org/sd/pe4_en.htm.

[13] International Fund for Agricultural Development, *Rural Poverty Report 2001* (see http://www.ifad.org/rural/index.htm).

[14] Janice Brodman, Final report to the United Nations Development Programme on the HIV/AIDS IMPACT List, Education Development Center, Newton, Massachusetts, United States 2000 (for the full text, see http://www.undp.org/poverty/forums/hiv-impact.htm).

[15] CISCO defines e-learning as Internet-enabled learning.

[16] See http://www.cisco.com/warp/public/10/wwtraining/elearning/elearning.html.

[17] See http://www.dotforce.org.

[18] See, for example, M. Gurstein, *Community Informatics* (Hershey, Pennsylvania, Idea Group Publishing, 2000).

[19] See http://www.globalknowledge.org.

[20] "Information technology in the village: keeping track of water" (posting to GKD2 LIST), 23 April 2001.

[21] Francisco J. Proenza, Roberto Bastidas-Buch and Guillermo Montero, "Telecenters for Socioeconomic and Rural Development in Latin America and the Caribbean", Washington, D.C., May 2001 (for the full text, see http://www.iadb.org/regions/itdev/telecenters/index.htm).